



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**Aplicación de las Cuatro Habilidades Lingüísticas en
la Enseñanza del Inglés**

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

PRESENTA:

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ASESOR: ALMA DELIA GARCIA SALAZAR

México, DF. a 19 de junio del 2022



UNIVERSIDAD PEDAGÓGICA NACIONAL

AJUSCO CAMPUS

PROPOSAL FOR EDUCATIONAL INTERVENTION

**Application of the Four Linguistic Skills in English
Language Teaching**

RECEPTIONAL WORK

TO OBTAIN THE DIPLOMA OF

**SPECIALIZATION IN ENGLISH LANGUAGE TEACHING AND LEARNING AS A
FOREIGN LANGUAGE**

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Content

INTRODUCTION	1
CHAPTER I: PHILOSOPHY AND THEORY	2
TEACHING IDENTITY AND PHILOSOPHY	2
CHAPTER II: METHODOLOGY AND PRACTICE	12
2.01 LESSON PLAN	12
2.02 EVALUATION MODEL	18
2.03 EVIDENCES	18
2.04 STUDENTS ASSESSMENT	23
RUBRIC	24
2.05 PERFORMING AND RECORDING THE ACTIVITIES	24
CHAPTER III EXPERIENCE REPORT	24
CHAPTER IV CONCLUSION	27
REFERENCES	29
CHAPTER V APPENDIXES	30

INTRODUCTION

The following work is a compilation of information obtained during the specialty of teaching English as a foreign language, the research that was conducted from each of the readings done during each module, the development of a lesson planning, the recording of a sample class where you can see what was learned in the specialty, the reflection and analysis of the results obtained during the application of theories, methodologies, techniques and evaluations in the classroom.

The teaching of the English language is a relevant topic for teachers because there are several theories regarding the way in which the human being acquires and learns the language. New methodologies, techniques and resources have arisen and help teachers to support their teaching.

As a fundamental part of this project, is the philosophy with which the teacher begins the study of the specialty in the teaching of English as a foreign language. During the modules taught in the same, the teacher is faced with a variety of information that makes him transform the thinking regarding the way in which English should be taught in the classroom.

In order to understand the transformation process faced by the teacher during the specialty, the theories on which the methodologies applied during the transformation were based are taken up again, since based on the knowledge acquired, the teacher makes use of diverse materials and strategies that serve as support to carry out the correct application in the teaching of his classes during the transformation period.

It is worth mentioning that in order to verify the theories, methods, strategies and resources learned during these months, a sample class was carried out, which is described from the context in which the school, the children and the teacher are located to the results obtained during and after the sessions in which the class was divided.

Continuing with the description, evidence of the application is provided, as well as a detailed description of the process, evolution and results obtained, followed by the conclusion reached after observing and experiencing the learning process of the students.

CHAPTER I: PHILOSOPHY AND THEORY

TEACHING IDENTITY AND PHILOSOPHY

For more than ten years, I have been working in the teaching field. I have tried to create engaging classes for my students, but I honestly had no idea what I was doing, during the time I was studying we learned in a superficial way what teaching is, how we could use languages in the teaching environment, but we never had an education as the teacher that come from Normal school.

Observing my coworkers, who studied in special schools for teachers, I would ask them the reason and background of their activities and they would give me answers that stunned me because even the smallest activity had a reason; every single thing they did had a reason and everything they did helped them become effective teachers.

Teaching a second language and getting results as a teacher is complicated. Because acquiring a second language goes beyond being in a classroom or introducing into the world of the second language to be learning.

It is necessary to know how the students learn, what way is the core technique for each one, how they learn and how is it that some students do it faster than others or why some not, because if the teacher knows it he can use the correct technique to help the students acquire the language easier.

It can be seen that the students are able to learn in the school cycle, but at the turn of the corner they have stopped trying to learn and I do not know the reason, is why I was interested in studying a specialty in English language teaching to know how help them in this process.

During this course, we have seen different schools of thought which help us to understand the different theories that exist in the field of linguistics.

To teach a second language it is necessary to know that it is necessary to go more than just teaching; It is to know and understand everything that is involved, such as the background, how languages are composed, how culture influences learning, and so on to have a significant knowledge.

Scientists, philosophers, linguists and each person who contributes their studies to understand how to acquire a second language help to create theories and teaching methods to reach a more favorable acquisition to each person who wants or needs to acquire a second language.

It has analyzed schools of thought, generativist, behaviorism and structuralism and sociocultural theory, which not study as such the acquisition of a second language, but their thinkers provide great analysis and studies that help teachers, that are in front of groups, to better understand both the language and the students' learning styles.

Studying this specialty has expanded my learning in a great way because there are many activities that I did not know about for my students to learn English efficiently. I have always liked to make my classes dynamic, and I usually use various methods to help me in my teaching, but now that I know it in depth, I know how to use it at the right time.

Every time the school year starts, I survey my students to get to know them and to know what they know about the language so that the activities are considered according to the different ways each student learns, taking into account their likes and dislikes too.

I used to vary the classes focusing on a specific skill but after learning that they should go hand in hand I am planning my classes with activities that develop listening, reading, speaking and writing skills at the same time.

According to Chomsky in Montano (2017) children are in constant learning, which means is a continuous process, and calling it as a mother tongue which varies according to their education and environment, is for that reason that I create my classes with real material and different context so that children have variety in the classes.

For me it is important to mix the previous knowledge of the students with the new one because I observe that they catch the main objective of the class, better than when I did not.

Vigotsky (2012) says that students acquire language according to their environment and Krashen (1981) says that they learn by what they are taught, so it is necessary for the teacher to create an environment that helps the student acquire knowledge in order to learn a new language.

In my experience, my classes have been more successful now that I take into account the diverse learning of the children, taking into account their previous knowledge, generating correct input with the help of strategies that favor a diverse class.

Woolfield (1997) says that getting the students to generate most of the time what they learn with a diversity of activities and contexts makes the language to be acquired during production (output).

Putting into practice the diversity of theories that exist regarding the acquisition of a second language helps me to create diverse classes and sometimes a mix of activities that favor the creation of activities that go according to the diversity of learning styles of the students.

Each one of the skills should be exercised in a way to pay full attention during their acquisition. But they should have the same objective, so they should be taught together.

Therefore, from now on my classes will be planned to consider that the four skills must be included during each class so that my students as a whole become competent in the language they learn.

I had not worked on multiculturalism before, so it is something totally new in my classes and I have no doubt that I will be learning a lot more from now on because I have to be constantly learning about my culture, the culture of the English language and different cultures.

Knowledge of other cultures, although not a skill, is part of learning to know how to use the acquired language because if you do not know how to use it according to the context, you can misinterpret or misuse the acquired language.

It is worth mentioning that as part of globalization is the increase of technology which helps us to be in greater contact with people from other sides of the world, in addition to the fact that children are more involved in it every day.

As teachers we must keep updating ourselves so that our classes are interactive and entertaining for the new generation of children.

On the other hand, this tool helps us to have more real classes because the material that is used through the network or coming from it will help us to have resources that help us to teach.

For example, before we only listened to the teacher's voice and now we can use different voices and accents that will help students develop their listening skills so that when they are in a real situation they will be able to understand and use the acquired language.

Finally, teaching does not end with the transmission of knowledge, it must be continued through evaluations.

Although we are always evaluating our students, from the first day of class we evaluate them to get to know them in order to know how each one learns, what is the previous knowledge they have, etcetera.

Continuous evaluation is part of the class because it helps us to give them feedback on what they are producing.

The evaluations become exams that help us to check the knowledge acquired which gives us a broader picture of what was achieved in teaching.

It also helps us to improve, change or renew the classes in order to be better teachers.

Theory underlying- teaching practice identity

During the specialization we have learned that all actions we teachers choose to work on in the classroom must have an objective, which will help us to successfully develop the class.

We must carefully select the activities, materials and evaluation to be used, so that they are in tune, I mean, that together they develop the students' skills.

Personally, I like to compare the learning of a second language with the way we learn our mother tongue. Our first contact with our language is through the ability to listen, soon babies begin to use the ability to speak, we begin to see scribbles everywhere, in schoolteachers place images accompanied by letters, words that help develop the ability to read, to finally start writing.

An important part of my learning in the specialization, is that the four skills must be together to learn a new language, that is why I designed my planning starting with listening, and during the development of the class I was presenting activities to develop in order the other three skills, followed by speaking, reading and concluding with writing.

To create a zone of proximal development as Vygotsky manages it, I placed an image of a farm and several drawings of animals around it so that when the children saw it, they would know what the class would be about.

Ahmed (2015) says that if the student can predict the content of the listening, they will be able to activate their mind to look for the key words in it.

The images, the mimics, showing the picture of the animal, from the first audio played to them were with the purpose of making the student pay attention to the pronunciation of the vocabulary of the farm animals.

Upon entering the classroom, after greeting them, the students were told that the class would consist of learning the vocabulary of the farm animals, showing and pronouncing each one of them.

This activated pre-listening by playing a song, followed by while-listening by watching a video of the vocabulary.

Concluding with the post-listening, an activity where they identified the vocabulary that was played on an audio or indicated to them using the voice of their teacher.

In order to motivate the children to speak during the activities, they were asked questions as a group so that they would feel confident when expressing themselves in the new language.

In the same way, the children were asked to help the classmate who spoke in a low voice but she or he had the answer to the activities.

To develop reading skills from the beginning of the classes we showed them the images with the words, always pointing out where the vocabulary of the farm animals was written, and we also worked together on reading and writing based on what we learned during the specialization.

The schema of the student was reactivated so that with the previous knowledge and the vocabulary shown to them, they could acquire new vocabulary, which is why they were given different activities where they could relate and trace the vocabulary to be acquired.

Finally, to the ability to write, as they are children who are still learning to write, they were given activities where they formed the words or traced them so that they could become familiar with writing.

For a more complete development of the skills, we worked with the support of technologies where the children had a variety of audios, they listened to different pronunciations, had didactic classes and they kept their attention on learning.

To evaluate the four skills I used the rubric, which helps me to monitor the learning process during the class.

In the reading that I have in the EEAIL they indicate that McKay (2006) suggests a continuous evaluation. I totally agree because during group participation or during the class I can see the immediate results of their learning.

Likewise, the rubric helps me to create a numerical range when evaluating the progress obtained from the activities.

Kulman (2008) provides an example of rubric that helped me think about the criteria I need to evaluate speaking activities in the classroom.

Brown (2004) uses micro and macro skills to contemplate the elements that are required for language acquisition. He describes each one of the skills but based on his study I took into consideration the micro-skills of the children to create my evaluation rubric.

My work with the kindergartners focuses on working on their micro-skills since I only work with them on small language fragments.

Approaches are the thoughts and beliefs that people have about what language is and how it is learned in a pedagogical environment.

Method is how the teacher teaches in the classroom from the way he/she does it, the materials he/she uses, and the use of his/her surroundings.

Techniques are the types of exercises used in the classroom to achieve the pedagogical objective.

Based on what I have learned my teaching is not inclined to a single theory, methodology or techniques, my classes are planned according to the needs of the students

and the objective of teaching, I work with the methodologies and techniques learned in the specialization because I observe that they serve to apply them according to each need.

According to the specialization readings, approaches are the thoughts and beliefs that people have about what language is and how it is learned in a pedagogical environment.

Method is how the teacher teaches in the classroom from the way he/she does it, the materials he/she uses, and the use of his/her surroundings.

Techniques are the types of exercises used in the classroom to achieve the pedagogical objective.

For example, the techniques that I like the most for my classes are games and songs because the children like to sing. I observe that they do not understand some words and others they identify them with the mimics that are performed during the songs. On other occasions when we are working with some words that they have not identified, they mention that they have heard that word in the songs.

The games are very fun for them, and they repeat the vocabularies without the need to ask them to repeat them.

Freeman (1986) explains the Grammar-Translation Method. He narrates a class that made me remember how I used to do the exercises in class. The teacher gave us a text and the questions we were asked were answered by intuition, I only had to quickly find the key word, for example if a proper name was written, I located it and looked for if the sentence that was in that paragraph coincided with the question or if.

I found cognates, that is to say words similar to my mother tongue like the word hospital, cab etc. and extract specific vocabulary from the text and identify the verb tenses that by their characteristics taught by the teacher, the students identify them. This type of class is called grammar translation method where the students translate into their mother tongue, apply the grammatical rules they were taught, memorize the vocabulary and the

tenses for example the present or past tense. For example, in my case, to identify a gerund tense, I just found it quickly by finding a word ending with "ing".

Kolbs (1984) develops the experiential learning theory, which is composed of four cycles, the first is the first experience that is had which serves for observation.

The second is where the individual reflects and gives meaning to what is learned. The student generates his own theory, to finally move on to the fourth cycle where he verifies what he has learned. And as he said it is a cycle which restarts once the fourth step is finished.

On the other hand Hymes (1971) proposes the communicative competences which refers to the referential and social rules which indicate whether or not it is correct in the context, that is to say to know when and how to speak during conversations where not only the grammar is taken into account but the sense of the sentences are socially accepted.

During the classes with the children it is also possible to give this type of classes, you could tell them what are the expressions correctly accepted in the society, or in other words to say that they are appropriate expressions according to the environment in which they are surrounded.

For example as teachers it is necessary to know the social environment of each student to give our classes because if parents accept the teaching of some customs or if in the case of special days such as Mother's Day. These topics do not affect each of the trainees emotionally.

As a teacher I provide to the students necessary knowledge, with the right tools to face each of the challenges that arise in their professional life and even personally, to be a teacher means to be in constant training and updating of our knowledge, of the form and the most appropriate techniques to transmit knowledge.

For the information to the students, to find the right way to encourage and develop creativity is to instill values, cultivate good habits and always show and spread a good attitude.

As Richards and Lockhart (1996) say we need to consider our roles as teachers to create a good lesson plan considering the needs analyst, to be curriculum development because if the class needs to be adequate to the needs of the moment, we have to be flexible for the good of our students. On many occasions, I change my planning because the students are not paying attention in class.

I am proud to say that if I need to be a material developer or counselor because during the class, I do not have the material, or the student is in some emotional crisis or other similar situations I must have the attitude to solve the problem in and out of class.

Mentor, team member, translator interpreter, researcher, professional as right now because I am here because I want to find in myself a better teacher than what I believe in myself, training myself day by day.

In the same way, it is necessary to say what needs to be considered for the teaching of each type of student that we have.

So that according to their needs we think about what style and techniques or methods we will use for them to learn in the best way, because none of them learn in the same way as another.

As we listed the types of teachers, it will also help us to know the task oriented students, the students who love to study or those phantom students who are good students but with little active participation, as opposed to the social ones.

We can identify the dependent ones who need a person to guide them, either the teacher or their classmates, the isolated ones who are often alone and far away from everyone, and finally the alienated ones who for some reason attack those who approach them.

CHAPTER II: METHODOLOGY AND PRACTICE

2.01 LESSON PLAN

I teach English to preschool children, inhabitants of the state of Tabasco, where most of the time the weather is hot, the school is outside the city, is a public school in a little town.

Their parents are workers and therefore most of them are taken care of by their grandparents or another person, it is a low-income population.

They are inhabitants of the state capital. In the classroom, we do not have a computer, and sometimes I use my own computer and projector.

The classes that I teach to this group are two hours a week with 50 minutes, with the amount of 35 students.

At the beginning of the class the children only listened to me and watched each of the images, they knew what I was telling them and gave their answers in Spanish; this confirmed to me that they already knew about the topic, so I continued with the introduction of the topic through the song.

After explaining in detail the objective of the class, I was amazed to see that I got more participation than in other occasions. The fact of explaining to them what they should learn and what they would do during the class helped them to participate in the activities.

As the activities went on, the children were expressing some vocabulary and recognized it more easily.

Having presented them with different activities in several sessions helped them to recognize, identify and use the vocabulary with greater confidence.

The planning activities took more time than I expected to take in the session, so I lengthened the sessions. There were times when the children did not want to participate but I motivated them by asking the group for support, asking the child to whisper the answer in my ear, accompanying each child in the activity, among other strategies, so that everyone would participate.

The children were attentive, participative, and sometimes those who did not raise their hands went on to participate because their peers encouraged them to do so.

When we got to the multiculturalism session, which consisted of dressing up as farmers according to the country to which they chose, I thought that everyone would want to dress up, but some children did not agree to wear the costume, although it is worth mentioning that they were respectful of their classmates.

At the beginning of the activity, it was explained to them what would be done and the respect that was expected towards others, other children who dressed up did not want to talk or come to the front, so I used the same technique as before to make them express themselves with me.

In the video that I presented in this work (https://drive.google.com/file/d/1L_a-ob9ZPv3hLnhTYNuoQsC1QJI13tB1/view?usp=drivesdk), the last session of the class is not attached due to problems during editing, the evidence was eliminated.

In particular, I have had a radical evolution since I started the specialization, my planning makes me think from the investigation of what the student already knows to how I will use that information with the knowledge they are going to acquire.

It is clear to me that the teacher's work is not only in the classroom, but it goes beyond a working day. It is to continue studying day by day, it is to observe each of the students, it is to study them in order to acquire ideas and strategies to develop a set of activities that help in the acquisition of a second language.

The use of technology is a factor that, even though they are children, allows us to find and use activities and different ways to introduce the second language in their daily life according to their age.

Explaining to them the intention of what they will be taught is a very important point that helps them to know what to pay attention to during class.

Planning activities that help them to interact little by little, avoiding the stress and frustration of not being able to understand, gives them the security that the language is easy to learn and that motivates them to use it without fear.

In my opinion, informal assessment helps me to be more aware of the student's needs and weaknesses and my own lesson plan.

Knowing what is needed helps to make changes or improvements when needed, planning the evaluations taking into account the characteristics of the skills or taking into account the objective of the class makes it an objective evaluation.

I consider that it is necessary to make them see that the evaluations are not to disqualify them, but on the contrary, they are for the students to be reassured that their learning is reliable and will have favorable results for their daily and future life.

Teacher: Cristina González Hidalgo		
FIRST SESION		
Brief description of the lesson: This lesson focuses on teaching farm vocabulary by developing listening and speaking skills in the target language, allowing children to identify farm animals as they listen to them and to express them in English.		
Title: FARM ANIMALS	Grade: kindergarten 3 rd	Date : May 9-13, 2022
Material: computer, flashcards, drawing for coloring.	Time: 50 min	space : classroom
Main aim	<ul style="list-style-type: none"> -Children will learn the vocabulary of farm animals as: duck, dog, horse, cow, hen, rabbit, and goat. -Recognize short sentences, and the farm animal vocabulary using the listening skill. -Use the vocabulary of the farm animals orally. - Promote care and respect to the animals. 	

Previous knowledge	- recognize farm animals in their native language.
Anticipated problems	-Having audio failures. -Not understanding the animals pronounced in the audios. - Students do not wish to participate.
Anticipated solutions	-To have two or more audios -Repeating what the audios say so that the children can relate my intonation to that of the audio. - Encourage the student to participate.
START	-The teacher will sing the good morning farm animals. https://www.youtube.com/watch?v=PXMroC6d058 -The teacher will present to the class what will be the purpose to the lesson. - With the support of images that represent different farm animals, the teacher will introduce the farm animal vocabulary -students will watch a short video. "Old MacDonald". https://www.youtube.com/watch?v=_6HzoUcx3eo
DEVELOPMENT	-The farm animals will be placed at one end of the room for the children to identify (include their names written in English). -With the help of the audio and the teacher's voice, the students are asked what animal they are being taught and the children are asked to glue food to the farm animals that are being named (promoting animal care). -Watch a video of an animal story. https://www.youtube.com/watch?v=hewiolU4a64 -Sing with the children the sounds of the animals encouraging the children to say which animal they want to imitate their sound and make the sound.
CLOSING	-The children will listen to a recording of the animals so that the group identify the correct animal. https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Farm_animals/Farm_animal_listening_pe401974hv -With the help of technology, they will be presented with the image of a printed sheet that they will have, so that they can match the name of the animal they hear with the corresponding image. https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Farm_animals/FARM_ANIMALS_sd1752903mi - The children will express the name of the animals they get on the roulette wheel. https://wordwall.net/es/resource/5028210/farm-animals https://wordwall.net/es/resource/5671107/farm-animals Good bye song.

Teacher: Cristina González Hidalgo

SECOND SESION

Brief description of the lesson: This lesson focuses on teaching farm vocabulary by developing **reading** and **writing** skills in the target language. The focus will also be on working on **multiculturalism** in the diversity of the farmers' clothing, encouraging respect, developing communication and intercultural competence in the context of the farm.

Title: FARM ANIMALS

Grade: kindergarten 3rd

Date : May 16-20, 2022

Material: computer,
flashcards, drawing for
coloring.

Time: 50 min

space : classroom

Main aim	<ul style="list-style-type: none">- Children will learn about the diversity of farmers' clothing and the importance of respecting each style of dress.-Identify some farm animal words.- Students will write some farm animal words.
Previous knowledge	<ul style="list-style-type: none">- The activities performed by the farmer.- Farm animal words.-Alphabet.
Anticipated problems	<ul style="list-style-type: none">-That the children do not know the activity of a farmer.-Children do not remember how to write the names of animals-Children not remembering the alphabet
Anticipated solutions	<ul style="list-style-type: none">-The teacher will explain what the farmer's activity is.-Keep the images with their names on the wall.-To give a review of the letters of the alphabet - Encourage the student to participate.
START	<ul style="list-style-type: none">-The teacher will sing the good morning farm animals. https://www.youtube.com/watch?v=PXMroC6d058-Teacher will present to the class what will be the purpose to the lesson.-The teacher shows pictures of different farmers. And explains how each one dresses (farmer from China, Mexico, United States, and England). The video of "Old MacDonald" with lyrical lyrics will be shown in order to focus the children's attention on the words. https://www.youtube.com/watch?v=POMCclx_Q84-The children will help the teacher put the words together on the blackboard to write the names of the animals.

DEVELOPMENT	<ul style="list-style-type: none"> -Children will dress up to present themselves as a farmer to work during the class as a farmer and they will express what kind of farmers they are. -Children will color and cut out and glue the picture on the animal words according to their teacher's instructions (they must listen to the name and identify it on their worksheet). appendix 1 -Children should trace the words to write the names of the animals. appendix 1
CLOSING	<ul style="list-style-type: none"> -The children must identify the words that correspond to the image, playing memory games in the following link. https://wordwall.net/es/resource/13456112/wild-and-farm-animals -The children should order the words using the didactic resource on the next page. https://wordwall.net/es/resource/25422521/ingl%c3%a9s/kids-1-revision-vocabulary-units-1-7-part-6 -Good bye song.

2.02 EVALUATION MODEL

The class was divided into two sessions, for which I used a rubric assessing the four skills, and the way in which the children acquire a second culture

I worked with formative assessment because they are children who do not have many hours of English class and this type of assessment helps me to monitor the students' learning.

During each session I evaluated if the children were acquiring the language, with guided activities so that the children felt confident to work in the cessation room, for example: in the moments when the students were not responding to the activities, I would stop to analyze and support the children's learning because if the objective was not being achieved it was necessary to stop and make sure they were learning to move to the next level of learning.

2.03 EVIDENCES

The lesson plan was designed three times, start, development and closing. In the start the student was exposed to the context, during the development they reflect and think about their learning process and finally they apply the learned, as follows.

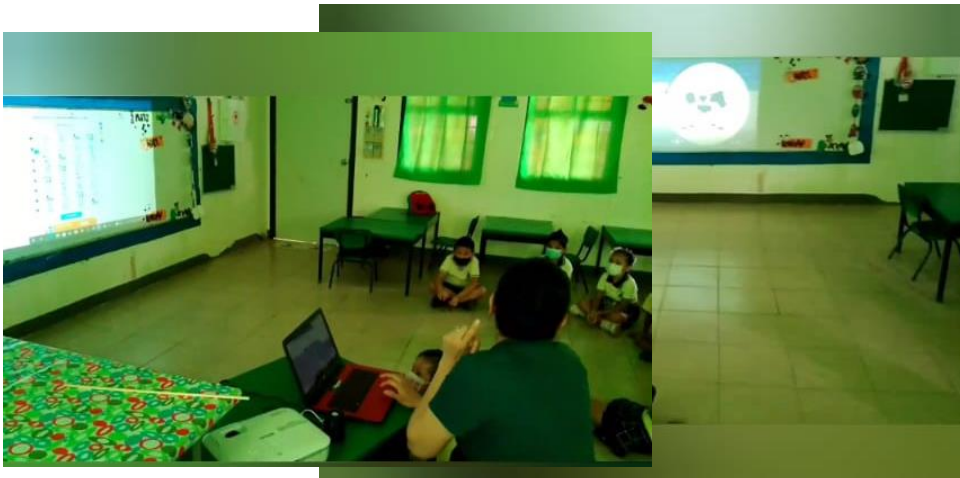
The children do not to read, but to activate their previous knowledge, before to start was collocated a big image of the farm and around to this many pictures of the animals because it help them to know the topic for the class.



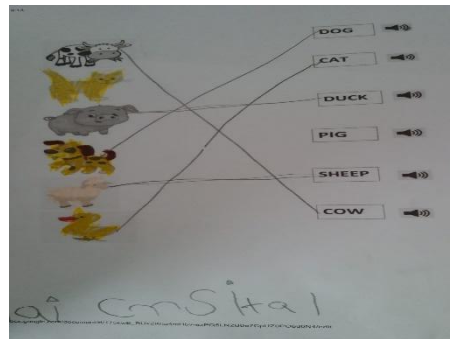
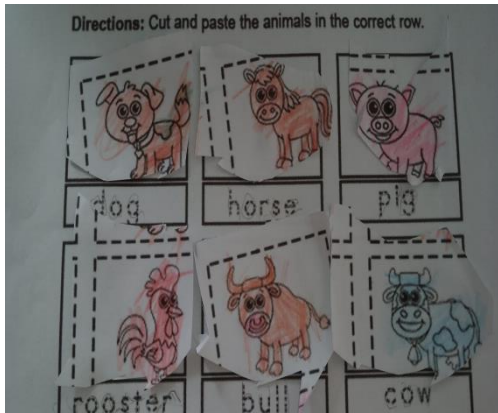
Working with the vocabulary and attached their previous knowledge was worked with the zone of proximal development.



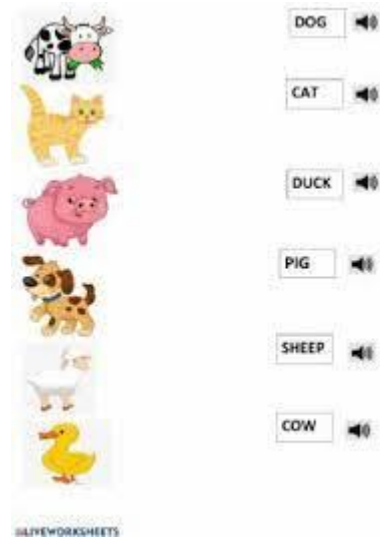
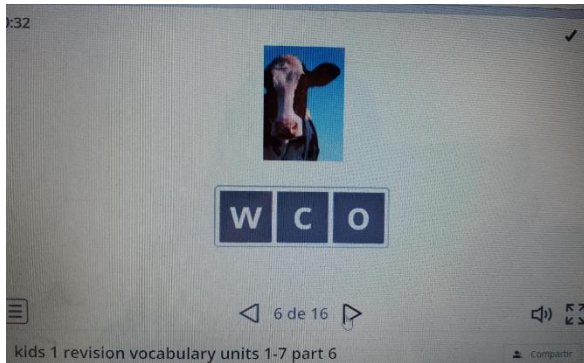
Pre, while and post listening technique was applied to work with the listening skill.



It was necessary to show the reading since the class started because the children need to recognize every moment the words and to start to write using the tracing and mixing words.



During the class, the students were evaluated as formative assessment and the technologies resorted to complement the activities by didactic form.



2.04 STUDENTS ASSESSMENT

The classes that I teach to this group is two hours a week with 50 minutes, with the amount of 35 students.

Will be evaluated with a total of 100 points, as follows

CRITERIA	POINTS
Listening	20
Speaking	20
Writing	20
Culture	20

RUBRIC

Criteria	20 points	15 points	10 point
Listening	Student (S) identify correctly the words.	S identify some words.	S do not identify words.
Speaking	S use the correct vocabulary responding in the activities	S use the vocabulary with some mistakes.	S do not communicate
Writing	S organizes and writes words	S traces and organizes words	S do not traces, write or organizes words
Reading	S makes minor errors in grammar and structure and can be understood	S makes major or frequent mistakes in grammar and structure but it is possible to understand	S makes major or frequent mistakes in grammar and structure making speech difficult to understand
Culture	S tolerances ambiguity and respect others.	S sometimes mocks their peers.	S always mocks their partners.

2.05 PERFORMING AND RECORDING THE ACTIVITIES

The next link show a short video with the most relevant in the class

<https://drive.google.com/file/d/1lf4aFebNZQXlxgyifSx-DcdXax4827GE/view>

CHAPTER III EXPERIENCE REPORT

This project consists of the use of the four skills, listening, speaking, reading and writing, which together help students to acquire the language in a natural way as the mother tongue is learned.

I worked on my project with preschool children of third grade, they are between five and six years old, with very little contact with the English language and with a classroom of 20 to 25 children attending classes after the confinement due to the pandemic.

The topic chosen for the sample class was "farm animals" because it is a topic that most of the children were already familiar with, since they had learned about the farm and the animals that live there in Spanish class.

I designed my planning starting with listening, and during the development of the class I presented activities to develop the other three skills in order, followed by speaking, reading and concluding with writing.

To create a zone of proximal development as managed by Vygotsky, I placed an image of a farm and several drawings of animals around it so that when the children saw it, they knew what the class would be about.

Ahmed (2015) says that if the learner can predict the content of the listening, he or she will be able to activate his or her mind to look for the key words in it.

Greet the children by singing the song "good morning with the farm animals", the pictures, mimics and showing the picture of the animals were with the purpose of making the learner pay attention to the pronunciation of the farm animal vocabulary.

Upon entering the classroom, after greeting them, it was explained to them that the class would consist of learning the vocabulary of the farm animals, showing and pronouncing the name of each one of them.

In this way, pre-listening was activated by playing a song, followed by listening while watching a video about the vocabulary.

Concluding with post-listening, we conducted an activity in which they identified the vocabulary that was played on an audio or indicated to them by the voice of their teacher.

To motivate the children to speak during the activities, they were asked questions as a group so that they would feel confident expressing themselves in the new language.

Similarly, the children were asked to help the quiet partner who had the answer to the activities.

To develop reading skills from the beginning of the classes we showed them the pictures with the words, pointing out at all times where the vocabulary of the farm animals was written, and we also worked together on reading and writing based on what was learned during the specialization.

The student's schema was reactivated so that with the previous knowledge and the vocabulary they were shown, they could acquire the new vocabulary, so they were given different activities where they could relate and trace the vocabulary to be acquired.

Finally, for the ability to write, as they are children who are still learning to write, they were given activities where they formed the words or traced them so that they could become familiar with writing.

To evaluate, we work with what is proposed by Brown (2004), who uses the micro and macro skills that are required in language acquisition, so these micro skills of children were taken into account to create my evaluation rubric, which helps me to monitor the learning process during the class.

Mckay (2006) suggests continuous assessment. Therefore, during the class the children were continuously evaluated in order to know the needs of each one of them with respect to their learning.

Reasoning how to evaluate the children was complicated because I did not know what should be taken into account during the evaluations, for example, to evaluate according to the objective of the class.

My classes with preschool children focus on the development of their micro-skills, since I only work with them on small pieces of language.

During the specialty I learned that each of my classes must be planned with the purpose of developing the four skills in the students. That is why for me it became part of my sessions to plan activities that make the students put into practice each of their skills to fully use the second language.

I learned that using technology helps me to have more dynamic and attractive classes for the children, as well as tools that help them to be in continuous contact with the daily and real language of the English language.

By applying my planned classes with various activities that go hand in hand with the objective of planning, the four skills, the use of technology as a working tool and even the teaching of multiculturalism in the sessions made my students activate little by little their previous knowledge with what was being learned, in order to be able to use the second language.

CHAPTER IV CONCLUSION

In conclusion, we can say that the learning obtained during the specialization has achieved the objective of recognizing and learning theories that help us understand how language is acquired.

Therefore, we obtained a broad knowledge of various methodologies that focus on the teaching and learning of English as a foreign language, which helps us to plan the class with a specific objective and to apply it in a coherent way in the classroom.

It is worth mentioning that the observations in the classroom showed that the children were able to acquire the language more easily, achieving the expected result during the planning.

However, the teacher continued to face different circumstances, so that the observation and application of their own theories will help them to continue working more efficiently in the classroom in the future. That is why it is important for teachers to transmit the knowledge and ideas that are generated in the classroom.

The implementation of the four skills strengthened language acquisition, as well as the application of didactic activities and with the help of technological resources, an attractive class is achieved, making knowledge acquisition effortless.

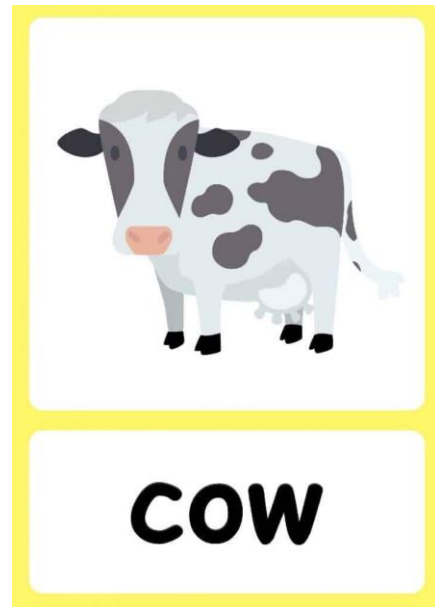
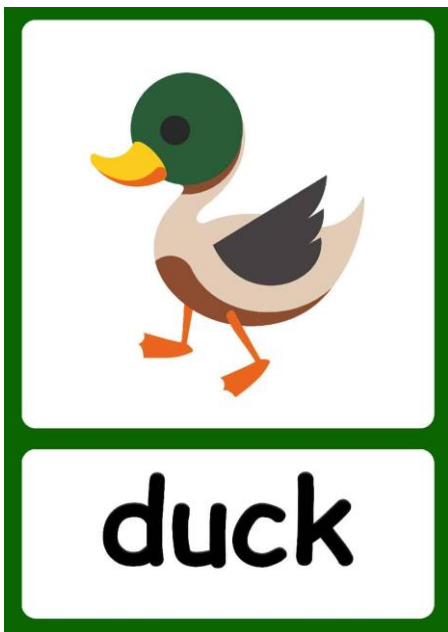
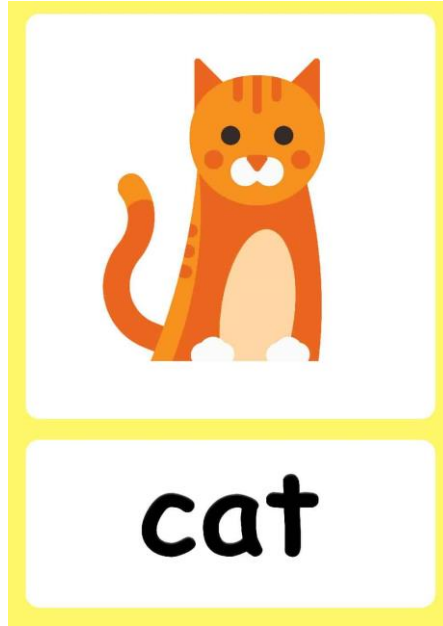
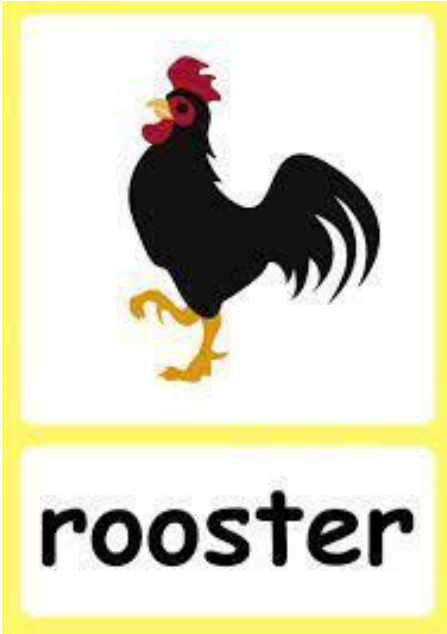
Involving multiculturalism helped to reinforce knowledge with empathy, respect for the diversity of ideas, tolerance of ambiguity, making the student a competent person who knows how to use the language according to the context.

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CHAPTER V. APPENDIXES

Flash cards





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